Catholic District School Board Writing Partnership

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Course Profile

English

Grade 11
College Preparation
ENG3C

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2001

GDR-5270
OAEC

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview
English, Grade 11, College Preparation, ENG3C

Course Description

This course emphasizes the development of literacy, critical thinking, and communication skills. Students study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyse media forms, audiences, and media industry practices. An important focus is on establishing appropriate voice and using business and technical language with precision and clarity.

How This Course Supports the Ontario Catholic School Graduate Expectations

Catholic education's purpose is to gradually develop the required academic skills and expectations within the context of the skills, values, attitudes, and beliefs of our Church. The goal of Catholic education is to graduate young women and men who are discerning believers; effective communicators; reflective, creative, holistic thinkers; self-directed life-long learners; collaborative contributors; and responsible citizens. Language is the basis for thinking, communication, and learning. It is also a fundamental element of identity and culture.

The English curriculum provides many opportunities for students to fulfill many of the Catholic Graduate expectations in that students and the teacher have moments to share ideas, thoughts, feelings, reactions, dreams, hopes, and prayers. In these moments, the teacher has a monumental opportunity to be both a guide and example of one who shares one's journey of faith.

Aside from those moments that are included in daily lessons – classroom prayer, classroom reflections – this document offers *opportunities for infusion moments*. In other words, the opportunities for infusion, neither as a practice nor the examples as found in this document, are meant to be prescribed and, therefore, included, in the lessons; rather, they are meant to be suggestions only for the teacher to capture the possibility of potential teachable moments where the teacher may enlighten the lesson – by infusion – with our Catholic faith, our shared story, traditions, and practices.

Course Notes

Teachers of ENG 3C should be mindful of the following when considering this document:

- ENG3C is intended to be a preparatory course for students in the college-bound stream who will be continuing their studies in ENG4C.
- Teaching/Learning Strategies emphasize concrete application of theoretical material and will also emphasize the development of critical thinking and problem solving.
- ENG3C, therefore, is a course whose emphasis is as much on literature studies as it is on practical skill applications, especially in the areas of analysis, research, essay writing, report writing, media studies and oral presentations.
- Overall Expectations are understood to be expressions that embrace all expectations of a course and provide a picture of a successful learner at the conclusion of the course.
- Specific Expectations are understood to be expressions that answer, in particular, how Overall Expectations are achieved. Thus, when all specific expectations have been covered, then the intent of the Overall Expectations has been fulfilled.
- For the purposes of this document, Overall Expectations have been listed separately to express the general but inclusive intent of the course; only the specific expectations are listed in each unit study to direct teachers to a particular and practical demonstration of how they are achieved.
- It should be noted that at least one expectation from each sub-strand is covered in each unit.

- For the purposes of this document, time is expressed in lessons not hours; this is done for the practical reason that most teachers design units on the basis of the number of classes or lessons that they will allot to a unit, and not minutes or hours.
- The word lessons represents the approximate duration of a semestered class (70-75 minutes); for those who operate on a non-semestered system, lesson can then be simply taken to mean two times the number of classes suggested in the chart below and in the unit charts. (For example, from the chart below, the short story unit would comprise 15 lessons in a semestered school, in a non-semestered school, 30 lessons)
- Grammar expectations (WR5.04) have been extracted and are shown separately. The intent is to provide the teacher with a checklist. The teacher can use the checklist to determine where she/he best thinks he/she can apply those particular expectations to suit the needs of students' writing in each of the units.
- The course is arranged such that students are exposed to traditional literary units initially and then introduced to a series of new skills in the later part of the course.
- The course is arranged such that skills learned in one unit lend themselves to the next unit; the skills practised in one unit are reinforced and augmented in the next (e.g., the analytical reading skills in the novel unit lend themselves to critical reading of technical literature; the report form introduced in the technical unit is enhanced in the business portfolio, etc.).
- Summative tasks are designed to be cumulative in nature and in intent.
- The summative task in each unit captures all the specific learning expectations for that unit; thus, skills necessary to achieve the summative task are broken down into various sub-tasks that are learned and practised prior to the summative evaluation.
- Unit expectations are assessed formatively prior to the summative evaluation.
- The final exam need not be a single test limited to one specific time sitting. It could be a series of tasks and/or performance activities testing students on knowledge and skills acquired in the course. Suggestions include an analysis of a sight prose piece; an evaluation of a magazine article and the accompanying visual elements; an assessment of a technical report; and a draft of a business communication.

Units: Titles and Times

Unit 1	Short Story	15 Lessons
Unit 2	Novel Study	20 Lessons
Unit 3	The Magazine	15 Lessons
* Unit 4	Technical Writing	10 Lessons
Unit 5	Business Writing	20 Lessons
	Grammar and Usage	10 Lessons

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Short Story

Time: 15 lessons

Unit Description

Moving beyond reading strictly for comprehension, students are challenged to read analytically to demonstrate how elements of structure and style contribute to the overall meaning of the reading selections. Lessons are set up such that, after the introduction, particular literary concepts are focused on. These concepts, in turn, form the basis of the summative task. At the end of the unit, students demonstrate their reading and analytical thinking skills in an independent short story analysis assignment. In addition to the reading and analysis of the prose selections, students are introduced to critical analysis and assessment of images that accompany text; by extension, students use this understanding when creating their own images to accompany their summative task.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1. (1 Lesson)	LS1.03, LA1.01	Knowledge Thinking/Inquiry Application	Introduction
2. (3 Lessons)	LS1.01, LS1.02, LS1.03, WR1.02, WR3.01, WR3.04 CGE1j, 2b	Knowledge Thinking/Inquiry Communication Application	Plot Study
3. (3 Lessons)	LS1.04, LS3.01, WR1.03, WR4.04, WR5.01 CGE2d	Knowledge Thinking/Inquiry Application	Character Study
4. (2 Lessons)	LS3.02, LS3.03, LA1.04	Knowledge Thinking/Inquiry Communication Application	Literary Devices
5. (3 Lessons)	LS2.02, WR4.01, LA2.04, MD2.01, MD2.02 CGE1c	Knowledge Thinking/Inquiry Communication Application	Theme Study
6. (3 Lessons)	All above-stated expectations are assessed in this activity.	Knowledge Thinking/Inquiry Communication Application	Summative Assessment: Independent analysis of a short story

Summative Task

Students are assigned an independent sight-reading of a short story. Students complete a multi-task assignment containing each of the following elements: a diagram/chart outlining the plot/time order; a brief written expository response focusing on character analysis; a visual representation of a literary device; and an expository response on a theme issue related to the story. The written work will demonstrate the student's understanding of a variety of literature and of informational texts that they have studied. They will show recognition of organizational patterns such as cause and affect and problem solving. Students give an oral presentation of one part of their project. Presentations could be connected with a group work activity.

Unit 2: Novel Study

Time: 20 lessons

Unit Description

This unit is designed to provide students with the experience of entering into an imaginary realm of prose. They share and discuss how ideas and issues generated in the individual imagination are shared with others. Students are given many and various opportunities to express their personal views through reader response activities. In doing so, students are challenged to reach a deeper understanding of the novel, beyond merely the plot, to the level of the thematic concerns contained in the novel. After review and instruction of the essay format, students express their understanding of a theme issue from the novel in essay form. Students cite direct references from the novel using proper format to support their opinions. Finally, students make brief oral presentations about their findings; students are instructed to use a variety of visual images, charts, or diagrams in the presentations.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1. (1 Lesson)	LS101, LAI01, LA1.02	Knowledge Application	Introduction
2. (10 Lessons)	LS1.02, LS1.03, LS1.05, LS2.01, LS3.01, LS3.02, LS3.03, LA1.05, LA2.01, MD1.03, MD2.01 CGE1j, 2b, 3a	Knowledge Thinking/Inquiry Communication Application	Novel Study Analysis and reader response.
3. (4 Lessons)	LS1.04, WR1.01, WR1.02, WR1.03, WR3.03, WR3.04, WR4.01, WR4.03, WR4.04, WR5.01, LA1.05 CGE2d	Knowledge Thinking/Inquiry Communication Application	Essay Writing Supporting opinion by using direct reference from the text; proper citing of sources; use of organizational patterns to present information and ideas
4. (5 Lessons)	All above-stated expectations are assessed in this activity.	Knowledge Thinking/Inquiry Communication Application	Summative Activity: Supported Opinion Essay

Summative Task

After a thorough reading of the novel and other related materials, students write an opinion essay based on a theme issue arising in the novel study. The opinion essays are supported with direct reference from the novel. Students are instructed in using proper formatting when citing their sources. They create a cover page for their essay using a symbolic image from the novel. Students make an oral presentation – not a reading of their essays – of their views and explanation of their symbolic cover images.

Unit 3: The Magazine

Time: 15 lessons

Unit Description

This unit is designed to provide students with the opportunity to read many various magazines and to decode the magazine format to determine what elements are common to it. An understanding of various media elements in design of covers, advertisements, layouts, etc., is an important feature of this unit. Using the analysis of those common elements as a springboard, students are then challenged to write and construct their own magazines centred on a personal interest.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1. (1 Lesson)	LS1.03, MD1.04	Knowledge Thinking/Inquiry Application	Introduction to the Magazine Summative Task is introduced
2. (2 Lessons)	LS1.01, LS1.02, LS1.03, LA1.01	Knowledge Thinking/Inquiry Application	Reading the Magazine and Determining the Common Features
3. (2 Lessons)	WR1.01, WR1.02, WR1.03, WR1.04, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, LA1.01, LA1.02, MD1.02, MD2.01 CGE1d, 1i	Knowledge Thinking/Inquiry Communication Application	Feature Article Analysis
4. (2 Lessons)	LS1.05, LS2.01, LS3.01, WR2.01, WR2.02, WR3.01, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, LA1.01, LA2.01, LA2.02, LA2.04, LA2.05, MD2.01 CGE2d, 4a, 7a, 7h, 7j	Knowledge Thinking/Inquiry Communication Application	Letters to the Editor
5. (2 Lessons)	LS2.03, LS3.03, LS3.04, WR5.02, LA1.01, MD1.01, MD1.03, MD2.01, MD2.02 CGE3b	Knowledge Thinking/Inquiry Application	Images, Graphics, Covers, Captions, and Advertisements
6. (1 Lesson)	LS1.05, LS2.01, LS3.01, WR2.01, WR2.02, WR3.01, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, LA1.01, LA2.01, LA2.02, LA2.04, LA2.05, MD2.01 CGE4b, 4c	Knowledge Thinking/Inquiry Communication Application	The Interview
7. (5 Lessons)	All above-stated expectations are assessed in this activity.	Knowledge Thinking/Inquiry Communication Application	Summative Task: Creating Your Own Magazine

Summative Task

Students create their own magazines based on their own particular interests, hobbies, volunteer activities, church groups, etc. The magazines include the features practised in this unit. Written activities will include revision, editing, proofreading, and the publication of a final draft. In addition to the written components, students include visual components, such as a cover, an advertisement, a photo with caption, and others, which are geared to that particular magazine. Students make an oral presentation by introducing their magazine in the format of a promotional sales presentation to interest potential readers and advertisers.

Unit 4: Technical Writing

Time: 10 lessons

Unit Description

Computer programmers, medical technologists, and auto mechanics, among others, all read and understand a nomenclature specific to their individual fields. Increasingly, students in the college-bound stream find themselves involved in reading technical writings such as manuals, charts, diagrams, specialized instructions, etc. The intent of this unit is to introduce students to read and interpret various examples of technical writing and to examine the ways in which visual elements are used to assist and enhance meaning in technical writing. After reading and examining examples of technical literature, students find an area of personal expertise about which they can write. Students are introduced to organizing written work using the report format.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1. (1 Lesson)	LS1.03, LA2.03 CGE1b, 1i	Thinking/Inquiry Application	Introducing Technical Writing/Specialized Language Explaining the summative task
2 and 3. (2 Lessons)	LS1.03, LS2.03, LS3.01, LS3.04, LA1.03, MD1.03, MD2.02 CGE1c, 1d, 1e, 1g, 1i, 2a, 3a, 5a	Knowledge Thinking/Inquiry Communication Application	Reading and Analysis of a Variety of Technical Materials: pamphlets and informational texts, reports, instruction booklets, etc.
4, 5, 6. (3 Lessons)	WR1.02, WR2.02, WR4.02, WR5.02, LA1.03, LA2.01, LA2.03, LA2.05, LS1.01, LS3.04 CGE2d, 2c, 2b, 3e, 4e, 4f, 5f, 5g	Knowledge Thinking/Inquiry Communication Application	Applying Skills of Technical Writing and Reporting Examining Purpose, Audience, and Form
7. (4 Lessons)	LS1.03, LA2.03, LS1.03, LS1.01, LS3.01, LS3.04, LA1.03, MD1.03, MD2.02, WR1.02, WR2.02, WR4.02, WR5.02, LA2.01, LA2.03, LA2.05 CGE4e, 4f, 5f, 5g	Knowledge Thinking/Inquiry Communication Application	Working on Summative Task Presenting with Visuals and/or Other A/V

Summative Task

The intent of this task is to present a complex task or explanation in plain language using the report form. Students are expected to use various structural and visual elements to enhance understanding in the report (e.g., headings, charts, graphs, diagrams, illustrations, etc.). Students are instructed in methods to present - not read - their reports; they select from a variety of visual techniques to enhance the presentation.

Unit 5: Business Careers

Time: 20 lessons

Unit Description

In the previous units, particular concepts were examined prior to a culminating unit task; the intent of this unit is to generate a series of ongoing tasks, each of which is assessed summatively, so that students have developed a personal business portfolio at the end of the unit. After reading and examining a variety of models, students are given opportunities to consider some of the issues surrounding matters of ethics and clarity in business practices. Students then practise writing in a variety of business forms. These pieces are collected to create a portfolio, which is then presented at the end of the unit.

Unit Overview Chart

Activity	Expectations	Assessment	Focus
1. (1 Lesson)	LA1.03 CGE1g, 1h, 4g, 5a, 5b, 5h	Knowledge Communication Application	Introduction to Unit Types of Business Writing Explanation of Summative Task
2. (1 Lesson)	WR2.01, WR1.02, LA1.01	Knowledge Thinking/Inquiry Communication Application	Just the Fax
3. (1 Lesson)	WR1.01, WR4.02, WR5.02, MD2.02 CGE2c, 3c, 3d, 7e	Knowledge Thinking/Inquiry Communication Application	E-mails
4. (2 Lessons)	LS1.04, WR1.03, WR2.02, WR4.03, WR4.04, WR5.02 CGE1d, 1i, 2c, 3c, 3d, 4d	Knowledge Thinking/Inquiry Communication Application	Memos
5. (3 Lessons)	LS3.01, WR1.02, WR1.03, WR2.01, WR4.03, WR5.03 CGE2d	Knowledge Thinking/Inquiry Communication Application	Business Letters
6. (1 Lesson)	WR4.01, LA1.03 CGE5d	Knowledge Communication Application	Agenda
7. (1 Lesson)	WR4.01, WR4.02, LA2.02, LA2.06 CGE2a, 5a, 5c, 5f, 7b	Thinking/Inquiry Communication Application	Conducting a Meeting and Taking Minutes
8. (2 Lessons)	LS2.03, LS3.04, WR1.04, WR3.02, WR3.04, WR4.02, WR4.04, WR5.01 CGE2d, 3f	Thinking/Inquiry Communication Application	Report Writing
9. (2 Lessons)	LS2.03, LS3.04, LA2.01, LA2.02, LA2.06, MD1.04	Knowledge Thinking/Inquiry Communication Application	Oral Presentations

10. (6 Lessons)	All the above-stated expectations are assessed in this activity.	Knowledge Thinking/Inquiry Communication Application	Presenting Portfolios

Summative Task

Students are presented with a scenario simulating a business venture or they could focus on a specific business or product development issue that they have researched. After having read and examined a variety of business texts, such as brochures, product reports, company pamphlets, essays about companies, and stories about managers, students practise writing in a variety of forms. Students' business portfolios are comprised of samples of business writing containing the forms practised: a fax, an e-mail, an agenda with accompanying minutes of a meeting, a series of business letters, etc. Students will be preparing several pieces of written work in a variety of forms. They will demonstrate their ability to record, inform, instruct, think critically and problem-solve. The resulting portfolio will be presented orally and assessed for its written content. The presentation could take the form of promoting a new company product, introducing a new company policy, recommending changes in company's hiring practices, etc.

Teaching/Learning Strategies

Instructional Strategies

- reading – individual, whole group, and small group
- brainstorming – discussion, concept mapping
- researching – print and electronic sources
- editing – self, peer, teacher
- conferences – student/teacher, student/parent
- written responses
- personal reflection
- lecture/teacher-led discussion
- interviewing

Assessment & Evaluation of Student Achievement

Assessment Strategies

Reflection/Conferencing

- self-assessment
- response journals
- student/teacher conferences

Performance Assessment

- oral presentations
- essays, articles, editorials, reports,
- role playing
- graphic organizers
- portfolio
- projects
- multimedia presentation
- debating

Paper-and-pencil Tests

- teacher-made tests
- final examination

Observation

- formal and informal
- teacher observation

Assessment Tools

- rubrics, checklists, tests, marking schemes, anecdotal comments with suggestions for improvement

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

Teachers using course profiles are expected to understand the unique learning styles of individual students and students' Individual Education Plans (IEPs). Necessary accommodations must be made. Following is a list of general accommodations for students in need of additional assistance or extension:

- pairing with another student;
- providing supplementary texts to accommodate different reading levels;
- providing alternate activities that complement different learning styles;
- providing audio/Braille versions of print resources;
- providing students with extra time and/or alternate location(s) for successful completion of tasks;
- audio taping or oral assessment of pencil-and-paper tests and assignments;
- breaking down larger assignments into smaller, more manageable tasks;
- allowing use of lap-top computers within the classroom;
- monitoring students' understanding of texts and/or instructions;
- providing students with extra time and/or alternate location(s) for successful completion of tests;
- designing independent study projects that extend expectations for a particular unit or activity.

Resources

Print

Approved Grade 11 English textbooks

Allen, Jo. *Writing in the Workplace*. Toronto: Prentice-Hall, 1998.

Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. *The Business Writer's Handbook,* 6th ed. St. Martin's Press, March 2000.

Bannon, Bente. *Using Graphic Organizers to Improve Student Learning*. Sarnia: St. Clair Catholic District School Board. February, 2001.

Barnum, Carol M. and Saul Carliner. *Techniques for Technical Communicators*. Toronto: MacMillan Publishing Company, 1993.

Blake, Gary and Robert W. Bly. *The Elements of Technical Writing*. Toronto: MacMillan Publishing Company, 1993.

Bible

Catholic Digest, Scarborough Missions publications,

Blueprints,

Catholic Register

Encyclopedia of Social Issues, Volumes 1-6. Toronto: Marshall Cavendish, 1997. ISBN 0-71614-0568-2

Foster, Harold M. *Crossing Over: Whole Language for Secondary English Teachers.* New York: Harcourt Brace Jovanovich, 1994. ISBN 0-15-500576-6

Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria.* British Columbia: Connections Publishing, 1997. ISBN 0-9682160-1-3

Gustafson, Janie. *Building Catholic Character.* Notre Dame, Indiana: Ave Maria Press, 1998.

Hacker, Diane. *A Canadian Writer's Reference,* 2nd ed. Scarborough: Nelson Canada, 1995. ISBN 0-17-604-211-3

Kliment, Stephen A. and Hugh S. Hardy. *Writing for Design Professionals: A Guide to Writing Successful Proposals, Letters, Brochures, Portfolios, Reports, Presentations, and Job Applications.* Toronto: W.W. Norton and Company, 1998.

Knox, C.S.S.P *Theology for Teachers.* St. Paul's University, Ottawa: Novalis, 1994. ISBN 2-89088-733-2

Kretchman, M. Lily, Dorinne L. Wagner, and Peter J. Lowens. *The Language of Business Communication.* John Wiley and Sons Canada Limited, 1998. ISBN 0-471-79677-8

Lowry, Mary Ann, Patricia O'Connor, and Mary Ellen Smith. *People to People: The Business of Communicating.* Toronto: Copp Clark Pitman Ltd., 1987. ISBN 0-7730-464-2

Martin, Dave. *Communicating Skills—A Language Arts Program.* D.C. Heath Canada Limited, 1989. ISBN 0-669-95303-2

Misener, Judi and Susan Kearns. *Expanding Your Horizons—A Career Guide.* Toronto: McGraw-Hill, 1993. ISBN 0-07-551392-7

Murphy, Terry, Rob Kelley, Ray McMillan, and Jack Wilson. *The World of Business—A Canadian Profile,* 3rd ed. Toronto: Nelson Canada, 1994. ISBN 0-17-604692-5

Mulligan, Jim. *Catholic Education: The Future is Now.* Toronto: Novalis, 1999.

Nelson Canadian Dictionary of the English Language—An Encyclopedic Reference. Toronto: ITP Nelson, 1997. ISBN 0-17-604726-3

New Catholic Encyclopaedia, Volumes 1-14. Toronto: McGraw Hill, 1967.

Pennock, Michael. *Catholic Social Teaching.* Notre Dame, Indiana: Ave Maria Press, 1999.

Perry, Carol Rosenblum. *The Fine Art of Technical Writing.* Blue Heron Press, 1991. ISBN 0-926085-24-X

Shaw, Harry. *McGraw-Hill Handbook of English,* 4th ed. Toronto: McGraw Hill, 1979.

Sides, Charles H. *How to Write and Present Technical Information.* Phoenix, Oryx Press, 1996.

Taller, Terry. *Business in Changing Times.* Don Mills, ON: Addison-Wesley, 1990. ISBN 0-201-07975-7

The Official Driver's Handbook. Queen's Printer for Ontario, 1995.

The Teachers Complete and Easy Guide to the Internet, Second Edition. Trifolium Books, 1999. ISBN 1-895579-44

Various novels, short story anthologies, magazines, dictionaries, thesauri, writing and language resource texts

CD-ROM

The Heart of Catholicism. Compiled by Theodore E. James, 1997. ISBN 0-87973-293-8

Websites

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Bly, Robert W. *10 Ways to Improve Your Technical Writing.*
http://www.writerstoolbox.com/techwrit.html October 2000
Book and Magazine Publishing Program – www.bccc.com/learning/ft/bookmag.htm
Business Education – http://encarta.msn.com/find/concise.aps?ti=05ED6000
Business Education – http://www.ibf.com/be/ibbe.htm
Canada's Multimedia Guide – www.multimediator.com
Canadian Centre for Studies in Publishing – www.harbour.sfu.ca/ccsp
Canadian Education on the Web – www.oise.utoronto.ca/canguide
Canadian Magazine Publishers Association – www.cmpa.ca
Catholic Education Network – http:www.catholic.org/cen/
Cool Doctor—Definitions of Computer Jargon – http:www.cooldoctor.com/computer
Designing Flow Charts – http://www.williamson-labs.com/design.htm
Flowchart Explanation – http://www.isixsigma.com/tt/process_mapping/
"Guidelines for the Use of Oral Presentations" – http://222.pr.doc.gov/oral.html
"How to Confess Your Sins" – http://www.manaco.simplenet.com/confession-how.html
Kolunsky, Nina. *Becoming a Technical Writer in Three Easy Steps.*
http://wwwstctoronto.org/art&link/howto.htm
Law Made Easy—Practical Legal Stuff in Simple English – http://www.laweasy.com/
Magazinewriting.com
Magazine Writer's Journal – http://www.magazinewriting.com/journal/index.htm
mcgill.ca/mqup/relstudy.htm
On-line Technical Writing: Oral Presentations – http://www.io.com/~hcexres/tcm1603/acchtml/oral.html
Oral Presentations – http:www.aubum.edu/~smitheo/503/show
Pie Charts – http://www.smart.draw.com/specials/charts.asp
Report Writing (Writing Resources) – http://www.lehigh.edu/inloc
Report Writing – http://www.nutech.co.hk/solomon/reporting.htm
"Signs and Symbols: A Reflection" – http://www.ewtn.com/library/LITURGY/SIGSYM.TEXT
Statistics Canada – http://www.stacan.ca/
Technical Report Writing – http://www.lerc.nasa.gov
Workers Compensation Jargon – http://www.ourworld.compuserve.com
Other Ministry sites

Video
Vere, Father Dan. *Tour of the Church*. 1999.

Audio
Giles, Father H. *The Sacraments*. Steubenville, Ohio: Franciscan University, 1998.

Software
Desktop-publishing program

Hardware
Portfolio
TV/VCRs
Computers
CD player
Video camera/tapes
Audio player/tapes

Human Resources
teacher-librarian
guest speakers

Coded Expectations, English, Grade 11, College Preparation, ENG3C

Literature Studies and Reading

Overall Expectations

LSV.01 · read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on analysing information, ideas, and issues;

LSV.02 · demonstrate an understanding of the elements of a variety of informational and literary forms, with an emphasis on opinion pieces and the novel;

LSV.03 · identify elements of style in a variety of texts, with a focus on how the elements contribute to clear and effective communication.

Specific Expectations

Understanding the Meaning of Texts

LS1.01 – interpret and assess explicit and implicit ideas, issues, and information in informational and literary texts (e.g., summarize and assess the ideas in a magazine article; explain the major themes underlying the plot and characterization in a novel);

LS1.02 – select specific and relevant evidence from texts and use it to support interpretations and arguments (e.g., refer to specific actions and choices to explain a character's motives in a novel or play; use relevant facts from research in an oral report exploring both sides of a social issue);

LS1.03 – select and use a range of effective reading strategies (e.g., recall knowledge about a topic or theme from personal and other reading experiences to prepare for reading; adjust reading pace as the complexity of a text changes; reread challenging passages closely);

LS1.04 – compare their own ideas, values, and perspectives with those expressed or implied in a text (e.g., analyse the response of a fictional character in a crisis and compare it with their own probable reaction);

LS1.05 – explain the influence of the personal and social values and perspectives of authors and readers on texts and interpretations of texts (e.g., explain how the word choice in an article or report demonstrates the author's attitude towards the topic; describe their own and others' interpretations of a national or local news event or issue and suggest reasons for the similarities and differences; compare different representations of the same issue or historical event in two films or novels about heroism, war, or the immigrant experience).

Understanding the Forms of Texts

LS2.01 – explain how elements of opinion pieces and novels influence their meaning (*intensive study*) (e.g., explain how the language of a letter to the editor reveals the attitude of the author; explain how the narrator selected for a novel influences the reader's understanding of plot and character);

LS2.02 – explain how elements of a variety of literary forms other than novels and opinion pieces are used to enhance meaning (*extensive study*) (e.g., explain how characters' responses to crises contribute to the theme in different stories; show how the behaviour of a character in the early scenes of a drama foreshadows the ending of the play);

LS2.03 – explain how elements of informational texts contribute to meaning (e.g., describe how headings, subheadings, and illustrations are used to convey information in a report or manual; describe and assess how the organization of a report or short essay contributes to its effectiveness).

Understanding the Elements of Style

LS3.01 – describe the language of a variety of informational and literary texts and explain how the language is used to communicate information and express opinions and emotions (e.g., compare several business and technical reports to identify characteristics of a plain-language style; analyse editorials and explain the effects of their use of persuasive words; assess the authenticity of the characters' dialogue in a novel);

LS3.02 – explain how rhetorical and literary devices enhance meaning in informational and literary texts (e.g., assess the use of rhetorical questions as a means of introducing the topic or thesis of a report or essay; explain how hyperbole and understatement are used for ironic effect in a narrative);

LS3.03 – explain the effect on the reader of authors' choices of language, syntax, and rhetorical and literary devices by examining their own and others' interpretations of the style of texts;

LS3.04 – explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the importance of marginal notes, diagrams, and captions in a textbook or report; assess the value of supplementary information in boxes in newspaper and magazine articles; explain the role of introductory and concluding summaries in sections of a technical manual).

Writing

Overall Expectations

WRV.01 · use a variety of print and electronic primary and secondary sources to gather and analyse information and develop ideas for writing;

WRV.02 · select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;

WRV.03 · use a variety of organizational structures and patterns to produce coherent and effective written work;

WRV.04 · revise their written work, independently and collaboratively, with a focus on accuracy of information, clear expression, and consistent use of voice;

WRV.05 · edit ad proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01 – investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas (e.g., consult a CD-ROM to find information for a report about the author of a novel; identify the accessibility of relevant sources for a class presentation on a social issue);

WR1.02 – classify and organize information and ideas to suit specific forms and purposes for writing (e.g., sort information from different sources for a report on effective business practices; organize information to support the arguments for an opinion piece; use a graphic organizer to make connections between ideas or to show time order in a narrative);

WR1.03 – use information and ideas from prior knowledge and research to develop content for writing (e.g., interview an employee for an essay about teamwork and cooperation in business; apply knowledge of characterization techniques to write a short essay about the major character in a Canadian novel);

WR1.04 – analyse and assess the information and ideas gathered from a variety of print and electronic sources to determine whether they are accurate, current, sufficient, relevant, and suitable to the form and purpose for writing.

Choosing the Form to Suit the Purpose and Audience

WR2.01 – select and use appropriate informational or literary forms to produce written work for specific audiences and purposes, with an emphasis on reports, correspondence, and persuasive essays (e.g., summarize a magazine article on a topic of personal interest for a report to the class; write a letter requesting information about a college program; write a short essay presenting a solution to a community problem);

WR2.02 – select and use a level of language and a voice appropriate to the specific purpose and intended audience for business, technical, and personal communications (e.g., use an appropriate voice to convey information about a policy in a memo).

Organizing Ideas and Information in Written Work

WR3.01 – select and use appropriate organizational patterns to structure written work (e.g., use a question-and-answer structure to format an information pamphlet about a product or service; use chronological order and flashbacks to organize information about a character in a script; use classification to organize a class anthology of student writing);

WR3.02 – apply knowledge of report structure to organize written reports, using:

- ❑ an introduction that identifies the topic and explains its significance or poses an inquiry question;
- ❑ a body that presents information and data in connected and coherent paragraphs supported by graphics, illustrations, and charts;
- ❑ a conclusion that presents insights or recommendations;

WR3.03 – apply knowledge of essay structure to organize short essays, using:

- ❑ an introduction that engages the reader's interest, introduces the thesis or controlling idea, and previews the organization or content of the essay;
- ❑ a body that develops ideas logically and coherently and incorporates well-chosen, relevant evidence to support each idea;
- ❑ a conclusion that follows logically from the thesis and ideas developed in the body, summarizes the key points and organization in the body, and makes a thoughtful generalization related to the controlling idea;

WR3.04 – use organizational patterns such as cause and effect, classification, and definition to present information and ideas in reports and short essays.

Revising Drafts

WR4.01 – revise drafts to strengthen content and improve organization by adding details, deleting irrelevant information, and reordering ideas (e.g., revise a report to list a series of recommendations in order of priority; delete irrelevant arguments to enhance the impact of a persuasive essay; add details to reveal more about a character's motivations);

WR4.02 – revise drafts to increase precision and clarity of expression by incorporating appropriate business and technical language and transition words (e.g., use a dictionary and thesaurus to find specialized vocabulary to replace vague or inaccurately used words);

WR4.03 – revise drafts to ensure consistent use of an appropriate voice and tone (e.g., highlight pronouns to check for consistent use of person in a report or memo; use feedback from a peer conference to assess the appropriateness of voice used in a set of instructions or tone in a character's direct speech; examine writing for use of inclusive and anti-discriminatory language);

WR4.04 – revise drafts to integrate researched information, ideas, and quotations in an ethical manner (e.g., use parenthetical referencing; use transition words and phrases to provide a context for quoted material).

Editing, Proofreading, and Publishing

WR5.01 – cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or the traditional footnote/endnote system known as the Chicago style);

WR5.02 – produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., incorporate effective graphics, fonts, and typefaces to enhance the impact of a report; adapt an electronic template for a formal letter);

WR5.03 – compare their current writing skills with those required in a variety of college programs and occupations and make action plans to address identified needs;

WR5.04 – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

- ❑ Grammar and Usage: use parts of speech correctly, including participles and gerunds (e.g., use correctly the comparative and superlative degrees of adjectives and adverbs);
- ❑ Grammar and Usage: communicate clearly and correctly using a variety of correct sentences, including compound-complex sentences, and incorporating conjunctions, prepositional and gerund phrases, and noun, adjective, and adverb clauses;
- ❑ Grammar and Usage: make subjects agree with their predicates and pronouns with their antecedents, even when widely separated in a sentence or paragraph;
- ❑ Grammar and Usage: use active and passive verb voice to suit purpose and audience (e.g., use the active voice for clarity of expression; recognize the function of the passive voice as used in history and the sciences);
- ❑ Grammar and Usage: use correct parallel structure (e.g., use the same grammatical form to balance parallel ideas in a series; use parallel grammatical structure with correlative conjunctions such as *either . . . or*, *not only . . . but also*);
- ❑ Grammar and Usage: identify deliberate uses of ungrammatical structures in advertisements, poetry, and oral language;
- ❑ Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by analysing and correcting spelling errors (e.g., apply knowledge of rules and patterns when adding a suffix to words ending in y or silent e; understand the patterns for doubling final consonants before a suffix);
- ❑ Spelling: use homophones and commonly confused words correctly (e.g., learn spelling and use of *compliment/complement, site/sight/cite, eminent/imminent, emigrate/immigrate, climactic/climatic*);
- ❑ Spelling: spell correctly specific business, technical, and literary terms used in course materials;
- ❑ Spelling: use a variety of print and electronic resources to flag possible problems and improve spelling (e.g., recognize the limitations of electronic spell checkers; use dictionaries when in doubt about spelling);
- ❑ Punctuation: use punctuation, including the period, question mark, exclamation mark, comma, semicolon, colon, apostrophe, quotation marks, parentheses, brackets, and ellipses, correctly and for rhetorical effect (e.g., use parentheses to enclose supplementary material, personal digressions, or afterthoughts; use brackets to enclose words or phrases inserted into a quotation).

Language

Overall Expectations

LAV.01 · apply knowledge of vocabulary and language conventions to read, write, and speak effectively, with a focus on identifying, developing, and sustaining an appropriate voice;

LAV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in oral reports and other presentations.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LA1.01 – apply a variety of strategies to extend vocabulary through reading, with an emphasis on understanding concrete and abstract vocabulary and the denotation and connotation of words (e.g., use a thesaurus to find a more precise word to suit the context of a passage; assess the impact of concrete and abstract words in an editorial);

LA1.02 – apply knowledge of prefixes, suffixes, and roots to expand vocabulary (e.g., use an etymological dictionary to identify the original and expanded meanings of words);

LA1.03 – identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work;

LA1.04 – select and use vocabulary and figurative language to express themselves clearly in a variety of spoken and written communications, with a focus on developing a consistent voice;

LA1.05 – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

LA2.01 – communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and relevant supporting details; clarifying and extending the ideas of others; and understanding business and technical information and language and using it correctly;

LA2.02 – communicate orally in group discussions, applying such skills as the following: describing and fulfilling roles as required; preparing for discussion; contributing additional and relevant information; asking questions for clarification; completing assigned tasks for the group; summarizing the main ideas of the discussion; working towards consensus; and accepting group decisions when appropriate;

LA2.03 – use critical listening skills to analyse the content of oral presentations (e.g., write accurate summaries of main ideas and supporting details; assess the relevance of evidence, the validity of arguments, and the truth of conclusions);

LA2.04 – plan and prepare clear oral reports and presentations by researching information and ideas, organizing material, rehearsing, and revising;

LA2.05 – use techniques of oral presentation to communicate effectively, with a focus on clear organization, relevant examples, appropriate vocabulary and style, repetition for emphasis, and the use of voice projection, pace, gestures, timing, body language, visual aids, and technology;

LA2.06 – compare their current oral communication knowledge and skills with those required in a variety of occupations and college programs and make an action plan to address identified needs.

Media Studies

Overall Expectations

MDV.01 · use knowledge of the characteristics of media forms, representations, audiences, and industry practices to analyse a variety of media works;

MDV.02 · demonstrate an understanding of the interactions among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

MD1.01 – demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works (e.g., explain the intended appeal of images selected for specific advertisements; write a short essay on the theme of a feature film);

MD1.02 – explain how the form, style, and language of a variety of media forms communicate messages with specific social implications (e.g., explain how the characteristics of a national newspaper, a local newspaper, a local television newscast, and the Internet are reflected in the coverage of a major news story; compare the effectiveness of the language and style in a range of television news-magazine programs);

MD1.03 – explain the relationship between media works and their audiences (e.g., explain how specific features of a popular television series appeal to different family members; analyse the content and advertisements of a television show or issue of a magazine and draw conclusions about the demographics of the audience);

MD1.04 – explain the relationship between media works and media industry practices, including marketing and distribution methods (e.g., investigate the implications of product placement in films and television shows; research a promotional campaign to determine why it was successful or unsuccessful).

Creating Media Works

MD2.01 – design or create media works based on ideas, themes, and issues examined in this course (e.g., create a radio documentary or a photo essay on a day in the life of an athlete, using available resources);

MD2.02 – use knowledge of the interactions among form, purpose, audience, and production options to explain choices made in the design and production of media works (e.g., maintain a log to record decisions at various stages in the design and production process; present media works to peers and explain solutions to production problems).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;
CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
CGE1i -integrates faith with life;
CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who
CGE2a -listens actively and critically to understand and learn in light of gospel values;
CGE2b -reads, understands and uses written materials effectively;
CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d -writes and speaks fluently one or both of Canada's official languages;
CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who
CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b -creates, adapts, evaluates new ideas in light of the common good;
CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d -makes decisions in light of gospel values with an informed moral conscience;
CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE4b -demonstrates flexibility and adaptability;
CGE4c -takes initiative and demonstrates Christian leadership;
CGE4d -responds to, manages and constructively influences change in a discerning manner;
CGE4e -sets appropriate goals and priorities in school, work and personal life;
CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;
CGE5b -thinks critically about the meaning and purpose of work;
CGE5c -develops one's God-given potential and makes a meaningful contribution to society;
CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
CGE5e -respects the rights, responsibilities and contributions of self and others;
CGE5f -exercises Christian leadership in the achievement of individual and group goals;
CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;
CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
CGE6c -values and honours the important role of the family in society;
CGE6d -values and nurtures opportunities for family prayer;
CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;
CGE7b -accepts accountability for one's own actions;
CGE7c -seeks and grants forgiveness;
CGE7d -promotes the sacredness of life;
CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;
CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
CGE7h -exercises the rights and responsibilities of Canadian citizenship;
CGE7i -respects the environment and uses resources wisely;
CGE7j -contributes to the common good.

Unit 4: Technical Writing

Time: 10 lessons

Unit Description

Computer programmers, medical technologists, and auto mechanics, among others, all read and understand a nomenclature specific to their individual fields. Increasingly, students in the college-bound stream find themselves involved in reading technical writings such as manuals, charts, diagrams, specialized instructions, and writing or developing these forms. The intent of this unit is to introduce students to read and interpret various examples of technical writing and to examine the ways in which visual elements are used to assist and enhance meaning in technical writing. After reading and examining examples of technical literature, students find an area of personal expertise about which they can write. Students are introduced to organizing written work using the report format.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1: Specialized Vocabulary and Introduction of the Summative Task	1 lesson	LS1.03, LA1.03, LA2.03	Thinking/Inquiry Application	Specialized vocabulary defined Steps of the summative task
2: Examining Elements of Technical Writing	1 lesson	LS1.03, LS2.03, LS3.01, LS3.04, LA1.03, MD1.03, MD2.02	Knowledge Thinking/Inquiry Communication Application	Read short fiction example Read samples of technical writing
3: Naming Elements of Technical Writing	1 lesson	LS3.04, MD1.03, MD2.02	Knowledge Thinking/Inquiry Application	Identify and explain elements of informational texts
4: Writing Technical Descriptions and Using Symbols	1 lesson	WR1.02, WR2.02, WR4.02, LA1.03, LA2.01, LA2.03, LA2.05 CGE3e, 4f	Knowledge Thinking/Inquiry Communication Application	Using headings Classifying information under sub-headings Group work using organizational patterns to present information and ideas
5: Creating Flowcharts	1 lesson		Knowledge Thinking/Inquiry Communication Application	Group work Informal presentation
6: Reading and Creating Charts and Graphs	1 lesson		Knowledge Thinking/Inquiry Communication Application	Group work Informal presentation

7: Technical Report Writing Work Periods and Oral Presentations	4 lessons	Most of the above-stated expectations are assessed in this activity.	Knowledge Thinking/Inquiry Communication Application	Conference Oral presentation of written work

Summative Task

Students write a technical report or instruction manual based on a topic about which they have either a particular interest or expertise. The intent is to present a complex task or explanation in a simple and understandable manner in the report form. Students are expected to use various structural and graphic elements to enhance understanding in the report (e.g., elements such as headings, charts, graphs, diagrams, illustrations, etc.). Students present – not simply read - their reports orally.

Activity 1: Specialized Vocabulary and Introduction of the Summative Task

Time: 1 lesson

Description

In this lesson, students discover an array of terms that are particular to a profession, activity, sport, etc. In determining that some places have a particular vocabulary attached to them, students are challenged to determine why this is so. The class discusses the importance and the use of 'specialized vocabulary'. Next, students are informed about their summative task and that all lessons and activities in this unit build toward that task.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Language

Ontario Catholic School Graduate Expectations

CGE1b - participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
CGE 1i - integrates faith with life.

Specific Expectations

LS1.03 - select and use a range of effective reading strategies (e.g., recall knowledge about a topic or theme from personal and other reading experiences to prepare for reading; adjust reading pace as the complexity of a text changes; reread challenging passages closely);
LA1.03 - identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work;
LA2.03 - use critical listening skills to analyse the content of oral presentations (e.g., write accurate summaries of main ideas and supporting details; assess the relevance of evidence, the validity of arguments, and the truth of conclusions).

Planning Notes

- Identify special needs of his/her students and adjust the time of the activities accordingly.
- Preview the film *Tour of the Church.*
- Provide worksheets on the parts of the church
- Present a worksheet on the use of specialized vocabulary in activities and in certain occupations.
- Opportunities for infusion will include using the concept of specialized language to examine such language as used by the church.

Prior Knowledge & Skills

Students:

- have some knowledge of the parts of the church;
- may have an idea of what the term "specialized vocabulary" means in the context of occupations or activities.

Teaching/Learning Strategies

- Ask students who have part-time jobs if there are any special terms used at their workplace that are unique to that place.
- Make a board list of the various terms that students have either experienced directly or know about vicariously through other experiences.
- Brainstorm a list of specialized vocabulary particular to students' lives at school. Sort through other courses at school and create a catalogue of specialized vocabulary particular to those courses. For example, in geography there are the terms longitude, latitude, etc.; in science, there the terms miosis, aperture, resistor, etc. Make a list on the board.
- Repeat this exercise by examining the specialized vocabulary of the church. Make a list on the board.
- Students complete a matching exercise, labelling the parts of the church. (See Appendix I.)
- Present sets of specialized vocabulary. Students differentiate between the various jobs or activities listed. (See Appendix II.)
- Have students deduce what is common about the various lists of terms and then formulate reasons why it is necessary to have specialized vocabulary in some occupations.
- Students compose a definition for the term *specialized vocabulary* and note it in their books.
- As an exercise, students create their own lists of specialized vocabulary, at least five words, and present them to the class. Students then try to determine what field of work/activity is being represented in the list of specialized vocabulary.
- Introduce the summative task. Distribute and review the assignment outline. (See Appendix III.)
- Students make a preliminary list of ideas for their summative task.

Assessment & Evaluation of Student Achievement

- Informal teacher observation to determine if content is understood
- Successful completion of worksheets
- Observation of listening skills during the video presentation
- Contribution to class discussion
- Short presentation before the class

Accommodations

The teacher will:

- be sensitive to the special needs of students;
- vary the way material is presented (oral discussion to replace a worksheet) to best meet the needs of students.

Resources

Print

Guidelines for Building a New Church. Diocese of London, 1994

Mittler, Gene A. *Art in Focus*. Mission Hills, CA: McGraw Hill, 1989.

Video

Vere, Father Dan. *Tour of the Church*. 1998. Video is available free for reproduction

Websites

Cool Doctor—Definitions of Computer Jargon – http://www.cooldoctor.com/computer

Fast Time—Political Dictionary – http://www.fast-times.com/political/html

Law Made Easy—Practical Legal Stuff in Simple English. – http://www.laweasy.com/

Workers Compensation Jargon – http://ourworld.compuserve.com

Activity 2: Examining Elements of Technical Writing

Time: 1 lesson

Description

In this lesson, students read extensively from a variety of sources and genres looking for examples of specialized vocabulary. During the second part of the lesson, while reading various examples of technical writing, students note the ways in which layout and design create different impressions.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Language, Media Studies

Ontario Catholic School Graduate Expectations

CGE 1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
CGE 1g - understands that one's purpose or call in life comes from god and strives to discern and live out this call throughout life's journey;
CGE1e - speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE5a - works effectively as an interdependent team member.

Specific Expectations

LS1.03 - select and use a range of effective reading strategies (e.g., recall knowledge about a topic or theme from personal and other reading experiences to prepare for reading; adjust reading pace as the complexity of a text changes; reread challenging passages closely);
LS2.03 - explain how elements of informational texts contribute to meaning (e.g., describe how headings, subheadings, and illustrations are used to convey information in a report or manual; describe and assess how the organization of a report or short essay contributes to its effectiveness);
LS3.01 - describe the language of a variety of informational and literary texts and explain how the language is used to communicate information and express opinions and emotions (e.g., compare several business and technical reports to identify characteristics of a plain-language style; analyse editorials and explain the effects of their use of persuasive words; assess the authenticity of the characters' dialogue in a novel);
LS3.04 - explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the importance of marginal notes, diagrams, and captions in a textbook or report; assess the value of supplementary information in boxes in newspaper and magazine articles; explain the role of introductory and concluding summaries in sections of a technical manual);
LA1.03 - identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work;

MD1.03 - explain the relationship between media works and their audiences (e.g., explain how specific features of a popular television series appeal to different family members; analyse the content and advertisements of a television show or issue of a magazine and draw conclusions about the demographics of the audience).

Planning Notes

- Find examples of poems, short stories, etc., which contain technical language. The short story used in this lesson is "Birth", an excerpt from *The Citadel* by A. J. Cronin.
- Divide the class into study groups. Provide samples of technical writing, such as recipe books, lab reports, operational manuals, maps, college course calendars, tourism guides, nutrition reviews, product specifications, user guide for electronics (e.g., CD player), quick reference cards for computer operations, small appliance owner manuals, etc.
- Prepare copies of Technical Writing Checklist.
- Share how all life is a gift from God, how all are created in the image of God, and how life should be respected.

Prior Knowledge & Skills

Students:

- are familiar with the term specialized vocabulary;
- are familiar with effective group work.

Teaching/Learning Strategies

- Review the meaning of specialized vocabulary from the previous lesson.
- Alert students to the particular kind of specialized vocabulary in the story to be read in class (e.g., the story in this lesson contains medical terms).
- Read aloud a short piece of fiction to students.
- Students identify examples of specialized vocabulary in the story and record the examples in their notes.
- Evaluate as a group the importance of specialized vocabulary in relation to the meaning of the story. In other words, how does the reader's knowledge of the specialized vocabulary assist in their understanding of the story?
- Students form study groups of three to five members. They then visit different stations – for no longer than five minutes - where examples of technical writing (see suggestions above) are displayed. For one of the stations, the teacher could include an example related to our faith. See Resources. At each station, students complete a checklist. (See Appendix IV.)
- After having visited all of the stations and having completed their checklist, students submit their findings.

Assessment & Evaluation of Student Achievement

- Informal teacher observation of effective group work
- Completion and accuracy of checklists

Accommodations

The teacher will:

- be sensitive to the special needs of students;
- provide special attention to students with reading and comprehension problems.

Resources

Davis, Lee, et al. *Compass*. Illinois: Scott, Foresman and Company, 1971.

"How to Confess Your Sins" – http://www.manaco.simplenet.com/confession-how.html

Activity 3: Naming Elements of Technical Writing

Time: 1 lesson

Description

In this activity, students are again asked to read a variety of samples of technical writing. Students read and examine the samples not only to detect examples of specialized vocabulary but also to speculate on how design elements affect meaning. Students determine the elements and then practise using them in a simple design exercise.

Strand(s) & Learning Expectations

Strand(s): Language Studies and Reading, Media Studies

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good.

Specific Expectations

LS3.04 - explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the importance of marginal notes, diagrams, and captions in a textbook or report; assess the value of supplementary information in boxes in newspaper and magazine articles; explain the role of introductory and concluding summaries in sections of a technical manual);

MD1.03 - explain the relationship between media works and their audiences (e.g., explain how specific features of a popular television series appeal to different family members; analyse the content and advertisements of a television show or issue of a magazine and draw conclusions about the demographics of the audience);

MD1.03 - explain the relationship between media works and their audiences (e.g., explain how specific features of a popular television series appeal to different family members; analyse the content and advertisements of a television show or issue of a magazine and draw conclusions about the demographics of the audience).

Planning Notes

- Ask students, prior to this lesson, to bring in examples of technical writing that they find at home. Some suggestions could include nutritional guides, instructions for hair colouring, programming the VCR, etc., or professional writing from parents' work (e.g., insurance newsletters, real-estate brochures, safety manuals, bank fund prospectus, software manuals, etc.).
- Church bulletins could be used to show different techniques for organizing information. The teacher could use this opportunity to talk about the various activities in a parish (C.W.L., St. Vincent de Paul Society, Stephen Ministry, special feast days, marriage banns, etc.).
- Be familiar with terminology such as headings, numbering/bullets, font sizes, typeface, graphics, pictures, charts, colour, illustrations, and spacing.
- Find a Fire Alarm notice.
- Confer with students to confirm choice of topic for the summative task.
- Gather materials such as construction paper, markers, etc. for Fire Alarm notice exercise.

Prior Knowledge & Skills

Students:

- recognize different types of technical writing;
- understand the intent of technical writing.

Teaching/Learning Strategies

- Return the Technical Writing Checklists to students.
- Review the role of specialized vocabulary in understanding technical writing.
- Students share examples of technical writing that they have brought from home. (See Planning Notes.) Students share their examples of technical writing with classmates. Continue this process so that each student has been exposed to at least five different samples. While reading the various examples, students make a list in their notes of the specialized vocabulary found in each of the examples.
- Share responses as a class.
- Students then determine, other than specialized vocabulary, some of the common features in the examples of technical writing. Responses should include headings, numbering/bullets, font sizes, typeface, graphics, pictures, charts, colour, illustrations, and spacing. Make a board list of the findings, which students then record in their notes.
- Present a copy of a standard fire alarm notice/bulletin to the class. Decode the various components in the notice. Answers should include information items such as evacuation routes, alternate evacuation routes, instructions in case of fire, what to do, borders, type size, font, and colour. List information on the board.
- Students create their own Fire Alarm notices using the above information. The task is to create a better, more effective notice by integrating textual information and visual information.
- Present the 'Fire Alarm' notices in the class.
- Distribute copies of the evaluation forms to students. (See Appendix V.)
- Students assess the merits of the various Fire Alarm notices to determine their effectiveness in terms of integrating textual information with visual elements.

Assessment & Evaluation of Student Achievement

- Informal teacher observation during class discussion to ensure understanding of the concepts being taught
- Completion of exercises and activities
- Peer assessment of submissions
- Individual oral participation

Accommodations

The teacher will:

- be sensitive to the special needs of students;
- monitor students' understanding of instructions;
- provide students with extra time for successful completion of tasks;
- select other appropriate design exercises in terms of complexity depending on the class.

Resources

See Planning Notes.

Activity 4: Writing Technical Descriptions and Using Symbols

Time: 1 lesson

Description

Students practise writing technical descriptions and enhancing their written work with visuals.

Strand(s) & Learning Expectations

Strand(s): Writing, Language, Media Studies

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d - writes and speaks fluently one or both of Canada's official languages.

Specific Expectations

WR1.02 - classify and organize information and ideas to suit specific forms and purposes for writing (e.g., sort information from different sources for a report on effective business practices; organize information to support the arguments for an opinion piece; use a graphic organizer to make connections between ideas or to show time order in a narrative);
WR2.02 - select and use a level of language and a voice appropriate to the specific purpose and intended audience for business, technical, and personal communications (e.g., use an appropriate voice to convey information about a policy in a memo);
WR4.02 - revise drafts to increase precision and clarity of expression by incorporating appropriate business and technical language and transition words (e.g., use a dictionary and thesaurus to find specialized vocabulary to replace vague or inaccurately used words);
LA1.03 - identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work;
LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and relevant supporting details; clarifying and extending the ideas of others; and understanding business and technical information and language and using it correctly;
LA2.03 - use critical listening skills to analyse the content of oral presentations (e.g., write accurate summaries of main ideas and supporting details; assess the relevance of evidence, the validity of arguments, and the truth of conclusions);
LA2.05 - use techniques of oral presentation to communicate effectively, with a focus on clear organization, relevant examples, appropriate vocabulary and style, repetition for emphasis, and the use of voice projection, pace, gestures, timing, body language, visual aids, and technology;
MD2.02 - use knowledge of the interactions among form, purpose, audience, and production options to explain choices made in the design and production of media works (e.g., maintain a log to record decisions at various stages in the design and production process; present media works to peers and explain solutions to production problems).

Planning Notes

- Invite the school chaplain to share with students symbols of the Catholic faith.
- Select a set of mechanical objects (e.g., pencil sharpener, three-hole punch, stapler, computer keyboard, etc.).
- Provide worksheet with symbols; see Resources.
- As an opening discussion to the lesson on symbols, discuss with the class what the following symbolize to Catholics and the practice of their faith: the sign of the cross, genuflection, holy water, incense, and bread.

Prior Knowledge & Skills

Students:

- have some understanding of organizational patterns in technical writing;
- are familiar with peer evaluation techniques.

Teaching/Learning Strategies

- Review visual and organizational techniques used to enhance meaning in technical writing by reviewing elements such as headings, borders, font, colours, spacing, symbols, etc. from the Fire Alarm bulletin from Activity 3.
- Present an object with a mechanical process to the class. The teacher could choose convenient classroom items such as a pencil sharpener, a three-hole punch, a stapler, a computer keyboard, etc.
- Students describe the action of the presented object. Encourage students to use or even make up specialized vocabulary in order to accurately describe the motion. Students share their drafts with their peers for comments.
- Repeat this exercise with various objects.
- When completed, ask students to revise one of their drafts using at least three sub-headings to organize their descriptions and explanations and one other visual (colour, font, bullets, spacing, illustration, etc.).
- Students defend the order in which they have organized and illustrated their drafts.
- As an extension to make students aware of the importance of the language of symbolic images, teachers can present students with examples of visuals from technical writing (e.g., road sign symbols from a driver's handbook, symbols from a hotel guide, instruction labels for washing clothing).
- Collect a piece of writing completed during this lesson and provide formative assessment using anecdotal comments.

Assessment & Evaluation of Student Achievement

- The teacher collect a piece of writing completed during this lesson and provides formative assessment using anecdotal comments.

Accommodations

The teacher will:

- reduce the number of exercises for special students;
- provide Braille versions of resources.

Resources

Knox, C.S.S.P., Ian. *Theology for Teachers*. St. Paul's University, Ottawa: Novalis, 1994. ISBN 2-89088-733-2

The Official Driver's Handbook. Queen's Printer for Ontario, 1995.

Samples of traveler's guides

"Signs and Symbols: A Reflection" – http://www.ewtn.com/library/LITURGY/SIGSYM.TEXT

Activity 5: Creating Flowcharts

Time: 1 lesson

Description

Students practise writing technical descriptions. They then create flowcharts to demonstrate the information visually.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Language, Writing

Ontario Catholic School Graduate Expectations

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE4e - sets appropriate goals and priorities in school, work, and personal life;
CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
CGE5f - exercises Christian leadership in the achievement of individual and group goals;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Specific Expectations

LS1.01 - interpret and assess explicit and implicit ideas, issues, and information in informational and literary texts (e.g., summarize and assess the ideas in a magazine article; explain the major themes underlying the plot and characterization in a novel);
LS3.04 - explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the importance of marginal notes, diagrams, and captions in a textbook or report; assess the value of supplementary information in boxes in newspaper and magazine articles; explain the role of introductory and concluding summaries in sections of a technical manual);
LA1.03 - identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work;
WR1.02 - classify and organize information and ideas to suit specific forms and purposes for writing (e.g., sort information from different sources for a report on effective business practices; organize information to support the arguments for an opinion piece; use a graphic organizer to make connections between ideas or to show time order in a narrative).

Planning Notes

- Review the sacraments of the church.
- Confer with students to establish the purpose of their technical report for the summative task.
- Create a series of situations in which flow charts can be used to convey information.
- Students write about the sacraments of the church and then create a flowchart demonstrating the order in which they receive them.

Prior Knowledge & Skills

Students:

- are aware of the sacraments of the church;
- have some experience in working with flow charts.

Teaching/Learning Strategies

- Create, with the class, a flowchart with the sacraments of the church in the order that they are received.
- As an extension to this exercise, students could revise their flowcharts by using relevant symbols to accompany each of the sacraments (e.g., baptism could be represented by a candle).
- Assess which of the two sacrament flowcharts is more effective (i.e., with or without added visual elements).
- As an exercise, students create another flowchart, this time of the steps leading to the summative task in this unit.
- Students classify, organize, and then write about the steps necessary to obtaining their driver's licences. The teacher reminds students that sub-headings are required to assist the reader in understanding the text. Next, students create a flowchart to present the steps in obtaining their licences. Students are then encouraged to develop a creative flowchart using visual techniques. For example, instead of a simple line/arrow design, students could enhance their flowcharts with steps listed inside the shape of an automobile, a set of traffic lights to indicate their progress through the process, the continuum in the shape of curving roadway, etc.
- As an alternative, students could create a flow chart tracing the path in obtaining a career.

Assessment & Evaluation of Student Achievement

- The teacher collects a piece of writing completed during this lesson and provides formative assessment using anecdotal comments.

Accommodations

The teacher will:

- be sensitive to the special needs of students;
- provide alternate activities that suit the needs of students.

Resources

Print

The Official Driver's Handbook. Queen's Printer for Ontario, 1995.

Audio

Giles, Fr. *The Sacraments*. Steubenville, Ohio: Franciscan University, 1998.

Websites

Designing Flow Charts – http://www.williamson-labs.com/design.htm

Flowchart Explanation – http://www.isixsigma.com/tt/process_mapping/

Activity 6: Reading and Creating Charts and Graphs

Time: 1 lesson

Description

Students are given charts and graphs to read and to interpret information. Students then practise creating their own charts and graphs by classifying and organizing information.

Strand(s) & Learning Expectations

Strand(s): Writing, Language

Specific Expectations

WR1.02 - classify and organize information and ideas to suit specific forms and purposes for writing (e.g., sort information from different sources for a report on effective business practices; organize information to support the arguments for an opinion piece; use a graphic organizer to make connections between ideas or to show time order in a narrative);

WR5.02 - produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., incorporate effective graphics, fonts, and typefaces to enhance the impact of a report; adapt an electronic template for a formal letter);

LA1.03 - identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work.

Planning Notes

- Be familiar the various types of graphs in this lesson.
- Find examples of charts and graphs used in this lesson.
- Book a computer lab, if possible.
- Confer with students to check that they have collected sufficient information to begin the summative task the next day.

Prior Knowledge & Skills

Students:

- have some experience in working with graphs and other visuals;
- are familiar with using computer technology in generating charts and graphs;
- have some knowledge of the subjects used in the various examples.

Teaching/Learning Strategies

- Provide students with a variety of charts and graphs. Examples might include a pie chart of the area of Canada' provinces and territories, a bar graph measuring the time served by Canada's prime ministers, a pie chart outlining religious denominations in Canada, a bar graph showing the fluctuation of the minimum wage over a period of time in a line graph.
- As a class, formulate a note clarifying the differences between the different types of charts and graphs and their purposes.
- Provide the students with several readings in which a chart or a graph is integral to an understanding of the text, and then ask students specific questions about the charts or graphs to determine if they are reading and interpreting the information correctly.
- Students work in pairs. They record how their partner uses the hours in a day (e.g., sleeping, schoolwork, job, leisure, etc.). Each student uses the same information to classify and organize into a pie chart and a bar graph.

- As an enrichment alternative, the teacher could provide students with statistics (e.g., Statistics Canada re: ethic origins, mother tongues, population densities, etc.) and have students classify and organize them in a pie chart and a bar graph.
- Confer with students, while they are working on their exercises, to check that they have collected sufficient information to begin the summative task the next day.

Assessment & Evaluation of Student Achievement

- The teacher collects a sample of one of the graphs for formative assessment.

Accommodations

The teacher will:

- be sensitive to the special needs of students;
- provide students with extra time for successful completion of this task.

Resources

Kretchman, M. Lily, et al. *The Language of Business Communication*. Toronto: John Wiley & Sons, 1988.

Statistics Canada

Activity 7: Technical Report Writing Work Periods and Oral Presentations

Time: 4 lessons

Description

Students prepare and present their unit projects. The work is best completed in a computer lab, if the teacher can arrange it. During these work periods, the teacher confers with each student concerning his/her project. The process checklist is used as a kind of project 'contract' during these periods to see that students are successful in completing the sub-tasks leading to the final report and presentation. (See Appendix VI.) Students also informally appraise others' drafts during these work periods. The teacher provides instruction on the methodology in making effective oral presentations and, where possible, students have access to audio/visual/computer technology to enhance their presentations.

Strand(s) & Learning Expectations

Strand(s): Language, Media Studies, Literature Studies and Reading, Writing

Ontario Catholic School Graduate Expectations

CGE2c - presents information ideas clearly and honestly and with sensitively to others;
CGE 4c - takes initiative and demonstrates Christian leadership;
CGE4e - sets appropriate goals and priorities in school, work, and personal life;
CGE4f - applies effective communication, decision-making, problem-solving, time, and resource management skills;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Specific Expectations

LA2.01 - communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and relevant supporting details; clarifying and extending the ideas of others; and understanding business and technical information and language and using it correctly;
LA2.04 - plan and prepare clear oral reports and presentations by researching information and ideas, organizing material, rehearsing, revising;

MD2.02 - use knowledge of the interactions among form, purpose, audience, and production options to explain choices made in the design and production of media works (e.g., maintain a log to record decisions at various stages in the design and production process; present media works to peers and explain solutions to production problems);
LS2.03 - explain how elements of informational texts contribute to meaning (e.g., describe how headings, subheadings, and illustrations are used to convey information in a report or manual; describe and assess how the organization or a report or short essay contributes to its effectiveness;
LS3.04 - explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the importance of marginal notes, diagrams, and captions in a textbook or report; assess the value of supplementary information in boxes in newspaper and magazine articles; explain the role of introductory and concluding summaries in sections of a technical manual);
WR3.02 - apply knowledge of report structure to organize written reports, using:

- an introduction that identifies the topic and explains its significance or poses an inquiry question;
- a body that presents information and data in connected and coherent paragraphs supported by graphics, illustrations, and charts;
- a conclusion that presents insights or recommendations;

WR5.02 - produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., incorporate effective graphics, fonts, and typefaces to enhance the impact of a report; adapt an electronic template for a formal letter).

Planning Notes

- Book a computer lab, if possible.
- Ensure that each student has an updated process checklist.
- Make available rubrics for reference.
- Create schedules for teacher-student conferences and for student-student conferences.
- Make available, if possible, a teacher/consultant for technology and design.

Prior Knowledge & Skills

Students:

- have prepared a choice of topic and gathered information to complete their projects;
- understand the role of specialized vocabulary, the structure of the technical report, the production options for the report, and the intended audience for the report;
- are familiar with word processing and the design features of the computer;
- are familiar with evaluation criteria for the purpose of peer conferencing;
- are familiar with techniques of effective oral presentations;
- are aware of the importance of setting goals, making decisions, solving problems, and managing time effectively.

Teaching/Learning Strategies

- Students bring to class all the information they have gathered to begin their independent work on the project.
- Introduce and explain the process checklist (Appendix VI), which is used as a guide to organize and complete this summative task.
- Explain the purpose for teacher conferencing and peer conferencing.
- Post a schedule for teacher-student conferences. Confer with students, using the process checklist to facilitate discussions about student progress.
- Make available a schedule for student-student conferences.
- Encourage students to work at their own pace, but to set daily, manageable goals.
- Students use the rubric as reference point for self and peer-assessment.

- Students employ the writing process in all stages of writing the report (revision, editing, proofreading).
- Refer students to resource sites for improving their oral presentations and graphics.
- Instruct students in methods for: narrowing the scope of the material covered in their reports for their oral presentations; generating a presentation outline such that they are presenting information not just reading it; and creating additional graphic and visual effects to enhance the presentation.
- Students practise their oral presentations in small groups prior to the class presentation.
- Remind students that successful completion of this report ties directly with the business writing in the following unit.

Assessment & Evaluation of Student Achievement

- Informal teacher-student conferencing using the process checklist as a guide
- Continual observation of student progress
- Peer assessment of written and oral work

Accommodations

The teacher will:

- allow use of lap-top computers within the classroom;
- accept final projects that are neatly handwritten;
- provide students with extra time and/or alternate location(s) for successful completion of tasks;
- design independent study projects that extend expectations.

Resources

Teacher/consultant for computer, technology, and design

Websites

Guidelines for the Use of Oral Presentations – http://222.pr.doc.gov/oral.html.

On-line Technical Writing: Oral Presentations – http://www.io.com/~hcexres/tcm1603/acchtml/oral.html

Oral Presentations – http:www.aubum.edu/~smitheo/503/show

Appendix I

Parts of the Church

The teacher writes the terms listed below on the board and provides the definitions. After copying the terms and definitions, students watch Fr. Vere's video and match the terms and definitions.

A) View the 12-minute film, *Tour of the Church*, hosted by Fr. Dan Vere. Identify the parts of the church.

1. Stations of the Cross (b)
2. Sacristy (a)
3. Sanctuary (g)
4. Pulpit (d)
5. Presider's chair (e)
6. Tabernacle (h)
7. Altar (f)
8. Font (g)

a) the place where the priest keeps his vestments
b) pictures depicting Christ's persecution and death
c) this contains the holy water for baptisms
d) the stand from where the liturgy is proclaimed
e) the raised seat near the altar where the priest sits
f) this table is the focal point of the mass
g) the area containing the altar and pulpit
h) the place where the Eucharist is reserved

B) As a follow-up activity, teachers may wish to present a diagram of a church to students and have them label the parts.

Appendix II

Specialized Vocabulary

Identify the occupation or activity associated with the following specialized vocabulary.

1. writ, lien, plaintiff, tort, codicil
2. APB, B and E, MVA, DUI
3. flow chart, algorithm, documentation, subroutine
4. boards, paint, finger roll, alley oop
5. RRSP, till, compound interest, RIFF, ATM
6. KP, MP, fatigues, AWOL, mess
7. ribbies, hot corner, dinger, gopher ball
8. bow, stern, starboard, port, galley
9. lob, smash, drop, ace, volley
10. U-joint, snake, P trap, check valve

Answers: lawyer, police officer, computer programmer, basketball, banker, army, baseball, boating, tennis, plumber

Appendix III

Technical Report Writing

All skills in this unit build to the summative task of writing a technical report.

The Report
The report format is used to structure written work in such a way that it makes it easier and clearer for the reader to understand the information being presented – in this case information which is technical in nature requiring a specialized vocabulary to understand the meaning. Also, reports include the use of appropriate visual elements to reflect the information being presented.

The Purpose
The intent of this task is to write about a complex task or explanation in a simple and understandable manner using the report form. Students are expected to use various structural and visual elements to enhance understanding in the report. Students make a brief oral presentation of their report.

The Topic
Students write a technical report on a selected topic, preferably based on a topic about which they have either a particular interest or an expertise. (Suggestions for topics include explaining the process of burning a CD, indicating the function of a bike derailleur, demonstrating a production process such as making donuts or French fries, outlining proper hygiene techniques or nutrition needs for a newborn infant).

The Components – Written Report
The written report must contain the following components:

- a creative title page which reflects the content of the report in a symbolic fashion;
- a table of contents outlining the parts of the report;
- an introduction that identifies the topic and the purpose of the report;
- technical information (including specialized vocabulary) organized under various headings;
- a chart, graph, or illustration, which presents the technical information in visual format;
- use of design elements such as colour, borders, size, spacing, and font;
- a conclusion that presents a summary, insights, or recommendations.

The Components – Oral Report
The oral report must contain the following components:

- specialized vocabulary;
- voice projection, pace, visual aids, gestures, and body language;
- clarity of information and organization.

Due Date

Appendix IV

Technical Writing Checklist

Group Number:

Group Members:
I _____
II _____
III _____
IV _____
V _____

Examine the sample of technical writing and answer the following questions.

1. Write the title for this piece.
   Title of piece :_____

2. If no title is available, create a suitable title.
   Possible title: _____

3. What subject or topic does this writing deal with?

4. Find and list five examples of specialized vocabulary. Beside each example interpret the meaning of the term.

   I _____
   II _____
   III _____
   IV _____
   V _____

5. Briefly explain the purpose for this piece of technical writing. For example, is it informing the reader of a new product? Is it instructing the reader to assemble a product?

Appendix V

Checklist Evaluation of Fire Alarm Notice

The purpose of a fire alarm notice is to give clear instructions as to what people should do in an emergency caused by fire. Besides clarity, the notice should also display important information prominently.

Part I: Self-Assessment

Check to see if your fire alarm notice has the following features:

Information	_____	Does it tell you what to do in case of fire?
	_____	Does it tell you where to go in case of fire?
	_____	Does it tell you what your alternate route of escape is?
	_____	Does it tell you what number to call if you cannot physically leave the location?
Size of Print	_____	Do the important words have bigger print?
	_____	Do the bigger words clearly stand out from the other, less important, information?
Colour	_____	Does your notice have different colours?
	_____	Do the colours catch the viewers' attention?
Graphics	_____	Are graphics used? (borders, bullets, spacing, etc.)
	_____	Borders
	_____	Bullets
	_____	Spacing
	_____	Others
Neatness	_____	Are the words legible?
	_____	Is the information cluttered or neatly organized?

Part II: Peer Assessment

On a separate sheet of paper, complete the assessment of other notices by, first of all, determining whether or not the notices contain the above information (Part I). Then, answer the following questions:

1. Which of the notices is the most effective? Defend your choice.

2. Appraise the design elements. Which do you consider to be the most important in creating an impression?

3. In what ways is the fire alarm notice similar to other notices you have observed? Support your answer.

Appendix VI

Technical Report Writing Process Checklist

The following is a checklist to be used as a reference to confirm completed stages of the summative assessments: the technical report and the final oral presentation.
To ensure that all required expectations are being addressed, the student should frequently consult the rubrics to be used by the teacher for these final summative assessments.

Name:

1. Choice of Topic

   Appropriate: _____
   Inappropriate: _____
   Recommendations: _____

2. Collection of Information

   Sufficient: _____
   Insufficient: _____
   Recommendations: _____

3. Organization of Material
   - introduction that identifies the topic
   - body that presents information and data
   - connected and coherent paragraphs
   - consistent writing pattern to present information and ideas
   - appropriate subheadings, graphics, illustrations, charts, and/or graphs
   - conclusion that presents insights or recommendations

   Sufficient: _____
   Insufficient: _____
   Recommendations: _____

4. Peer Assessment and Revisions

   Yes: _____
   No: _____
   Recommendations: _____

5. Table of Contents

   Yes: _____
   No: _____
   Recommendations: _____

6. Creative Title Page

   Yes: _____
   No: _____
   Recommendations: _____

7. Oral Presentation

   Yes: _____
   No: _____
   Recommendations: _____